

Facilitator's Guide and Reflection Sheets for INNOpod 1 Personalized Learning: The Basics

Welcome to INNOpod 1 about Personalized Learning. We hope you enjoy the journey of learning more about how you as a teacher or your school can begin to understand and enhance how you personalize learning for each of your students. We've created these Reflection Sheets and this guide to help you use this INNOpod as either a self-learning journey or as professional development for a school team, or the entire school staff.

As an individual: You may want to download and record your thoughts as you view this INNOpod just as a personal record of what you have learned and where you want to apply that learning. Or, you may traverse the segments of the INNOpod and simply use the reflection questions imbedded in the segments to further your thinking without recording your thoughts. Either way is fine--it is entirely up to you.

As professional development: For a school team (leadership team, instructional team) or for the entire school staff, as a facilitator, you will want to download these sheets and distribute them to the staff. Use the sheets to generate thought and conversation as you travel through the segments of the INNOpod (designated in a box which explains which sheet to use at what time) and use the Next Steps to create work plans for how teachers will implement their learning. The Personalized Learning Effective Practices and Indicators can be used as a concrete way to direct what teachers will do next while providing a Wise Way for them to read the research and best practices supporting the indicators. The checklist provides an easy way for teachers to do peer observations or for a principal to do a walk-through to see what teachers throughout the building are either already doing to personalize learning or to use after the professional development to see what practices the teachers learned and are implementing in their classrooms.

Whichever way you choose to use these sheets and the INNOpods, we hope you find the information valuable and the time well spent. We look forward to "seeing" you in future INNOpods!

Reflection + Idea Tool

A Guide for Getting the Most Out of the INNOpod Content

Reflection 1

Take two minutes to think about the five questions below. There is a lot of information in store for you—ideas and practices that will transform your instructional life and your student’s learning. But first, let’s find out what you already know and do about personalizing learning.

1. List FIVE things that come to mind when you think of personalized learning.
2. Now, describe personalized learning in a sentence (or two).
3. What are some things you already do to make learning personal for your students?
4. What do you wish you were able to do more of in your classroom, or know more about, to better provide your students with they need, individually?

Reflection + Idea Tool

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Reflection 2

Read: *It Is Personal: The Irreplaceable Effect of A Shared Experience Between People*. The point of this introductory piece is to do the following:

1. Remind us all that we are first and foremost human beings who have special skills and contributions, who can learn new things at any age, and who crave and gain courage through new, shared experiences.
2. Reinforce the important role you play as a teacher in your students' lives. Yes, technology affords a whole new way to support students, but it does not replace the influence that you, as an educator, have over your students and their motivation to learn and succeed.
3. Give you an overview of what you can expect to learn and find in the INNOpod.

Tip: Share this INNOpod with your school's Leadership Team and your Instructional Team and check in with each other regularly at meetings about what you're wondering and learning. Use the Personalized Learning Indicators of Effective Practice to guide your discussions about how you personalize learning in your own school and in your own practice.

It Is Personal

1. The opening article introduced a few questions many educators find themselves asking, such as:
 - How do we provide students with what they need and can do?
 - How do we find the time to create opportunities for them to think about what they know, discover and pursue what they want to know, and apply what they've learned, especially when they all do it so differently in pacing and approach?
 - How do we make the most of the time we have with them?
 - What would you add?
 - What are your questions?
2. Dr. Sam Redding describes relational suasion, an influence that technology cannot replace. In what ways have you experienced relational suasion in your instructional practice?
3. Review the Personal Competencies Graphic. What ideas, thoughts, or understandings does it help to shape? What questions does it raise?

Reflection + Idea Tool

A Guide for Getting the Most Out of the INNOpod Content

Reflection 4

The Personalized Learning Effective Practices and Indicators (www.centeril.org or Checklist Handout) offer educators a framework for organizing their understanding about personalized learning, provides a common vocabulary for talking about personalized learning, assists teachers in setting goals and taking action toward full implementation of their goals in schools and classrooms.

Either visit the website or print out the Checklist to familiarize yourself with the effective practices and the indicators. Check out a Wise Way® (short research brief and best practices) on the website. Use the Checklist for to identifying practices you see in “action” or read about in the text.

Identify the practices or indicators you are particularly interested in discussing further with your Leadership and/or Instructional Teams, or those you would like to pursue more intentionally in your own school or classroom.

Reflection 5

You are ready to start planning. Review the Next Steps + Planning Guide. The information and ideas you have collected in these Reflection + Idea Pages will help you narrow your focus and prioritize your steps. Consider what you will try to implement in the next 30-60-90 days. Plan how you will share your thinking and planning with your instructional team.

Reflection 6

Time to get social. There are so many opportunities for engaging in the conversation about personalized learning. We’ve provided you with a brief overview of where some of the action is taking place in Twitter and Instagram. Use this space to brainstorm what some of your next steps and/or questions are as it relates to social media and how you can use it to learn more from your colleagues across the country, even the world.

Next Steps for Using Social Media to Expand My Knowledge and Engagement

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Personalized Learning Effective Practices and Indicators Checklist

Personalized learning is “paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary.”

—U. S. Department of Education, 2010, p. 12

According to the Center on Innovations in Learning, “Personalization refers to a teacher’s relationships with students and their families and the use of multiple instructional modes to scaffold each student’s learning and enhance the student’s personal competencies. Personalized learning varies the time, place, and pace of learning for each student, enlists the student in the creation of learning pathways, and utilizes technology to manage and document the learning process and access rich sources of information” (Twyman & Redding, 2015, p. 3)

| | | | | |
|-----------|---------|----------|--------|----------|
| Date: | School: | Teacher: | Grade: | Content: |
| Observer: | | Other: | | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|--|--|----------------------------|
| A. Digital Learning—Effective Practice: Using appropriate technological tools and programs to enhance student learning. | | |
| Professional Development | | |
| | A1. Administrators, teachers, staff, students, parents, and other stakeholders participate in an organized training and support system incorporating program methodologies (including the use of online tools and curricula) and the proper use of the learning management and student management systems. | |
| Leadership and Decision Making | | |
| | A2. Instructional teams determine which digital learning tools (hardware) are appropriate based on device availability, Internet and broadband access, and device use policies (such as “bring your own device”). | |
| | A3. School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity. | |
| | A4. Online programs generate accessible and actionable student data about their use, performance, and progress. | |
| Classroom Instruction | | |
| | A5. All teachers use appropriate technological tools to enhance instruction. | |
| | A6. All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|---|--|----------------------------|
| | A7. All teachers use online curricula whose goals are measurable and clearly state what students will know or do at the end of instruction. | |
| | A8. All teachers regularly add new content and teaching suggestions to the online learning content catalog. | |
| | A9. All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction. | |
| | A10. All teachers enable students to place selected work into a digital portfolio that is updated throughout the student’s school experiences and provides a picture of interests, skills, competencies, and growth over time. | |
| B. Blended Learning— Effective Practice: Mixing traditional classroom instruction with online delivery of instruction and content, including learning activities outside the school, granting the student a degree of control over time, place, pace, and/or path. | | |
| | B1. All teachers receive initial and ongoing training and support in effective use of blended learning methods. | |
| | B2. Instructional teams determine which blended learning model is appropriate for the school or individual classroom. | |
| | B3. All teachers build students’ ability to learn in contexts other than school. | |
| | B4. All teachers connect students’ out-of-school learning with their school learning. | |
| | B5. Hardware, web browser and software requirements are specified to students and parents before the use of online instruction outside of school. | |
| | B6. All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them. | |
| | B7. Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student’s prior learning, personal interests, and aspirations. | |
| C. Cognitive Competency— Effective Practice: Intentionally addressing students’ accessible background knowledge to facilitate new learning. | | |
| In the School Community | | |
| | C1. The School Community Council ensures that all parents understand the purpose of a standards- aligned curriculum, their own children’s progress, and their role in supporting learning at home. | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|---|---|----------------------------|
| | C2. The School Community Council ensures that all volunteers understand cognitive competency and their roles relative to its enhancement in students. | |
| In the School (curriculum and culture) | | |
| | C3. All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development. | |
| | C4. All staff conducting co-curricular programs fulfill the purposes of the programs including appropriate elements of the aligned curriculum and other cognitive competency activities. | |
| | C5. The school’s key documents explain the value of cognitive competency and how it is enhanced through specific roles and relationships. | |
| | C6. The school promotes cognitive competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | |
| In the Classroom (instruction, classroom culture, classroom management) | | |
| | C7. All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning, and inclusion in subsequent assignments. | |
| | C8. All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives. | |
| | C9. All teachers assign rich reading and the application of the reading in written work and discussion. | |
| D. Metacognitive Competency—Effective Practice: Providing instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning. | | |
| In the School Community | | |
| | D1. The School Community Council ensures that all parents understand metacognitive competency, learning strategies, and ways they can support their children’s self-management of learning at home. | |
| | D2. The School Community Council ensures that all volunteers understand metacognitive competency and their roles relative to its enhancement in students. | |
| In the School (curriculum and school culture) | | |
| | D3. All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning. | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|--|--|----------------------------|
| | D4. All staff conducting co-curricular programs fulfill the purposes of the programs including appropriate elements of student management of learning. | |
| | D5. The school’s key documents explain the value of metacognitive competency and how it is enhanced through specific roles and relationships. | |
| | D6. The school promotes metacognitive competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | |
| In the Classroom (instruction, classroom culture, classroom management) | | |
| | D7. All teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques. | |
| | D8. All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion. | |
| | D9. All teachers teach methods of logic, synthesis, evaluation, and divergent thinking. | |
| | D10. The teacher builds students’ metacognitive skills by teaching learning strategies and their appropriate application. | |
| | D11. The teacher builds students’ metacognitive skills by providing students with processes for determining their own mastery of learning tasks. | |
| | D12. The teacher builds students’ ability to use a variety of learning tools. | |
| E. Motivational Competency—Effective Practice: Promoting a growth mindset, stretching students’ interests, connecting learning to student aspirations, and differentiating instruction to enhance students’ engagement and persistence with learning. | | |
| In the School Community | | |
| | E1. The School Community Council ensures that all parents understand motivational competency (a growth mindset, the value of mastery, and connecting learning tasks with students’ personal aspirations) and how they can enhance motivational competency at home. | |
| | E2. The School Community Council ensures that all volunteers understand motivational competency and their roles relative to its enhancement in students. | |
| In the School (curriculum and school culture) | | |
| | E3. All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|--|---|----------------------------|
| | E4. All staff conducting co-curricular programs fulfill the purposes of the programs including appropriate elements of student motivation to learn. | |
| | E5. The school’s key documents explain the value of motivational competency and how it is enhanced through specific roles and relationships. | |
| | E6. The school promotes motivational competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | |
| In the Classroom (instruction, classroom culture, classroom management) | | |
| | E7. All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery. | |
| | E8. All teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. | |
| | E9. The teacher helps students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. | |
| | E10. All teachers stretch students’ interests to find value in new topics and connect learning tasks to students’ personal aspirations. | |
| | E11. All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. | |
| F. Social/Emotional Competency—Effective Practice: Providing instruction, modeling, classroom norms, and caring attention that promotes students’ self-respect, management of emotions, concern for others, and responsibility. | | |
| In the School Community | | |
| | F1. The School Community Council ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions. | |
| | F2. The School Community Council ensures that all volunteers understand social/emotional competency and their roles relative to its enhancement in students. | |
| In the School (curriculum and school culture) | | |

| Check if Observed | Indicators of Effective Practice: Personalized Learning | Questions, Ideas, Concerns |
|--|---|----------------------------|
| | F3. All teachers and teacher teams plan instruction with a curriculum guide that includes objectives for social/emotional competency. | |
| | F4. All staff conducting co-curricular programs fulfill the purposes of the programs including appropriate elements of social/emotional competency. | |
| | F5. The school selects, implements, and evaluates evidenced-based programs that enhance social/ emotional competency. | |
| | F6. The school's key documents explain the value of social/ emotional competency and how it is enhanced through specific roles and relationships. | |
| | F7. The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | |
| In the Classroom (instruction, classroom culture, classroom management) | | |
| | F8. All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. | |
| | F9. All teachers establish classroom norms for personal responsibility, cooperation, and concern for others. | |
| | F10. All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. | |
| | F11. All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering to help others. | |

Redding, S. (2014). *Personal competencies in personalized learning*. Philadelphia, PA: Center on Innovations in Learning at Temple University.

U.S. Department of Education. (2010). *Transforming American education: Learning powered by technology*. Washington, DC: Author. Retrieved from <http://www.ed.gov/technology/netp-2010>

For more on personalized learning and personal competency, see Research Syntheses and Practice Guides at: www.centeril.org

Next Steps and Planning Guide

A Guide for Putting the Information from this INNOpod to Use

Now that you've spent some time learning about Personalized Learning, it's time to process what you've learned and plan for how you will use it.

As a result of this INNOpod, my understanding of Personalized Learning has:

I will share what I have learned and plan to achieve with _____
by _____.

Three things that I would like to improve about my teaching and/or my students learning as a result of what I've experienced through this INNOpod include:

- 1.
- 2.
- 3.

These are the Personalized Learning Indicators of Effective Practice that I think are most relevant to the things I would like to improve:

| I Want to Improve: | Personalized Learning Indicator of Effective Practice That Will Support the Improvement | First Steps I Will Take to Advance This Practice | Support I Will Need and Who I Will Ask |
|--------------------|---|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |